

AMBLER ELEMENTARY

838 Ambler School Road
Pickens, South Carolina 29671

GRADES K-5 Elementary School

ENROLLMENT 270 Students

PRINCIPAL Carlton Lewis 864-898-5588

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
21	40	3	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

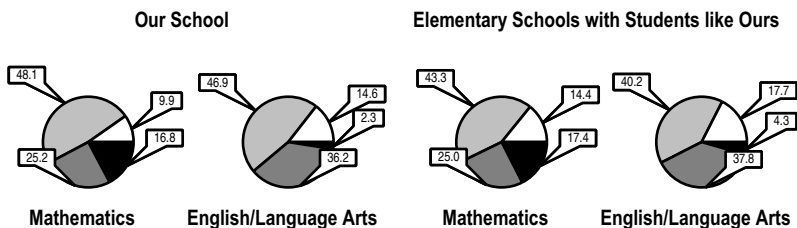
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Average	N/A
2002	Excellent	Excellent	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	21	49	44
Percent satisfied with learning environment	100.0%	93.6%	81.8%
Percent satisfied with social and physical environment	100.0%	98.0%	72.1%
Percent satisfied with home-school relations	100.0%	93.9%	86.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	137	99.3	14.6	46.9	36.2	2.3	38.5	17.6
Gender								
Male	63	98.4	18.6	52.5	27.1	1.7	28.8	17.6
Female	74	100.0	11.3	42.3	43.7	2.8	46.5	17.6
Racial/Ethnic Group								
White	134	99.3	14.1	47.7	35.9	2.3	38.3	17.6
African-American	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	120	99.2	13.0	43.5	40.9	2.6	43.5	17.6
Disabled	17	100.0	26.7	73.3	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	137	99.3	14.6	46.9	36.2	2.3	38.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	137	99.3	14.6	46.9	36.2	2.3	38.5	17.6
Socio-Economic Status								
Subsidized meals	45	100.0	19.5	63.4	14.6	2.4	17.1	17.6
Full-pay meals	92	98.9	12.4	39.3	46.1	2.2	48.3	17.6

Mathematics								
All students	137	100.0	9.9	48.1	25.2	16.8	42.0	15.5
Gender								
Male	63	100.0	8.3	50.0	20.0	21.7	41.7	15.5
Female	74	100.0	11.3	46.5	29.6	12.7	42.3	15.5
Racial/Ethnic Group								
White	134	100.0	9.3	48.8	24.8	17.1	41.9	15.5
African-American	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	120	100.0	9.5	44.8	26.7	19.0	45.7	15.5
Disabled	17	100.0	13.3	73.3	13.3	N/A	13.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	137	100.0	9.9	48.1	25.2	16.8	42.0	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	137	100.0	9.9	48.1	25.2	16.8	42.0	15.5
Socio-Economic Status								
Subsidized meals	45	100.0	14.6	46.3	31.7	7.3	39.0	15.5
Full-pay meals	92	100.0	7.8	48.9	22.2	21.1	43.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	45	N/A	8.9	44.4	40.0	6.7	46.7
	Grade 4	54	N/A	5.6	48.1	40.7	5.6	46.3
	Grade 5	45	N/A	8.9	57.8	31.1	2.2	33.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	33	97.0	10.0	20.0	60.0	10.0	70.0
	Grade 4	47	100.0	13.0	60.9	26.1	N/A	26.1
	Grade 5	57	100.0	18.5	50.0	31.5	N/A	31.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	45	N/A	11.1	44.4	35.6	8.9	44.4
	Grade 4	54	N/A	5.6	37.0	22.2	35.2	57.4
	Grade 5	45	N/A	22.2	37.8	26.7	13.3	40.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	33	100.0	3.2	32.3	32.3	32.3	64.5
	Grade 4	47	100.0	6.5	52.2	26.1	15.2	41.3
	Grade 5	57	100.0	16.7	53.7	20.4	9.3	29.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 270)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.5%	Down from 6.7%	1.8%	2.4%
Attendance rate	97.0%	No change	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	18.8%	Up from 11.7%	22.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.3%	Down from 7.1%	7.3%	8.0%
Older than usual for grade	3.3%	Up from 3.0%	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 19)				
Teachers with advanced degrees	63.2%	Down from 66.7%	54.2%	50.0%
Continuing contract teachers	94.7%	Up from 94.4%	88.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.6%	Down from 91.5%	88.3%	86.2%
Teacher attendance rate	96.0%	Down from 96.5%	95.7%	95.3%
Average teacher salary	\$43,377	Up 0.7%	\$42,248	\$39,909
Prof. development days/teacher	7.1 days	No change	10.3 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio	16.9 to 1	Down from 17.7 to 1	19.9 to 1	18.9 to 1
Prime instructional time	92.1%	Down from 92.7%	90.9%	89.7%
Dollars spent per pupil*	\$6,649	Up 1.9%	\$5,645	\$5,892
Percent spent on teacher salaries*	61.1%	Down from 61.6%	68.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ambler Elementary is a K4 through Grade 5 elementary school nestled in the foothills of the Blue Ridge Mountains. We served 279 students in the 2002-2003 school year. The school mission statement summarizes our commitment to our students: "Ambler Elementary School, committed to academic excellence, will provide a strong foundation for all students by ensuring a safe, nurturing environment where staff, family, and community work together to emphasize relevant and challenging learning experiences." This has been a great year at Ambler Elementary. Our students performed well academically and were engaged in several service projects in the community to help improve the citizenship of our students. We feel like Ambler is the best kept secret in the Pickens County School District. Among our accomplishments for the 2002-2003 year are:

Received an "Excellent/Excellent" school rating on the Annual School Report Card for 2002.

Principal received a \$60,000 First Steps Grant to start the first full day K4 Program for the 2002-2003 school year.

Teachers received \$6,000 in technology mini-grants through Project Circuit at Clemson University.

Continued our CATS (Citizenship-Ambler-Team-Service) Club citizenship program.

Started a fifth grade Morning Monitor Program.

Five students represented Ambler at the AOP Area Science Fair.

Two of those students received the Gold Award at the Regional Science Fair.

Two students received first and second place awards in the fifth grade division at the Invention Convention in March.

Hosted a play in the Ambler gym in February by the Greenville Little Theatre.

Offered after-school clubs for enrichment to students.

Continued a very successful volunteer program.

Continued our Kiwanis Terrific Kids program.

Instituted an Incentive Tag Program to praise our students.

Awarded the prestigious Exemplary Writing Program by the Writing Improvement Network.

Awarded the Red Carpet School Award for being a family-friendly school and providing an inviting environment.

Denise Chavis was selected as our Teacher of the Year.

Kim King was selected as our Support Staff Member of the Year.

Carlton Lewis
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.